U.S. Department of Education September 2003

2003-2004 *No Child Left Behind—Blue Ribbon Schools Program*
Cover Sheet

Name of Principal Dr. Kathleeen Clark
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name California Academy of Mathematics and Science
(As it should appear in the official records)

School Mailing Address 1000 E. Victoria St.
(If address is P.O. Box, also include street address)

Carson	California	90747-0005
City	State	Zip Code+4 (9 digits total)

Tel. (310) 243-2025 Fax (310) 516-4041

Website/URL CaliforniaAcademy.net E-mail KSClark@lbusd.k12.ca.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Christopher J. Steinhauser
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Long beach Unified School District Tel. (562)997-8000

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms.Bobbie Smith
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1998.

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

60	Elementary schools
15	Middle schools
0	Junior high schools
11	High schools
6	Other (Briefly explain) 5 charter and one adult
92	TOTAL

2. District Per Pupil Expenditure: $5,411

   Average State Per Pupil Expenditure: $6,719

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [X] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

4. 14 Number of years the principal has been in her/his position at this school.

   _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					**7**			
1					**8**			
2					**9**	88	75	163
3					**10**	73	80	153
4					**11**	70	76	146
5					**12**	69	70	139
6					Other			
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						601

6. Racial/ethnic composition of the students in the school:

13.3% White
13.4 % Black or African American
32.8% Hispanic or Latino
41.3% Asian/Pacific Islander
0.2% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: 4.3% 2002-03

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	0
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	26
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	26
(4)	Total number of students in the school as of October 1	610
(5)	Subtotal in row (3) divided by total in row (4)	0.043
(6)	Amount in row (5) multiplied by 100	4.3

8. Limited English Proficient students in the school: 0%

0% Total Number Limited English Proficient

Number of languages represented: 0
Specify languages:

9. Students eligible for free/reduced-priced meals: 41.3%

248 Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0.17%

1 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

____Autism	____Orthopedic Impairment
____Deafness	____Other Health Impaired
____Deaf-Blindness	____Specific Learning Disability
____Hearing Impairment	1 Speech or Language Impairment
____Mental Retardation	____Traumatic Brain Injury
____Multiple Disabilities	____Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	3	0
Classroom teachers	18	14
Special resource teachers/specialists	0	2
Paraprofessionals	0	2
Support staff	3	0
Total number	24	18

12. Average school student-"classroom teacher" ratio: 33:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	97.8%	97.5%	96.3%	98.2%	97.3%
Daily teacher attendance	97.1%	97.6%	96.3%	96.7%	97.3%
Teacher turnover rate	4%	8%	20%	20%	6%
Student dropout rate	0%	0%	0%	0%	0%
Student drop-off rate *	4.3%	6. 0%	4.2%	4.3%	9.1%

*CAMS has a controlled enrollment. No students are enrolled after the first week of the school year. The drop-off percentage indicated represents the number of students leaving CAMS between the first day of second week of school and the last day of the school year

14. **(*High Schools Only*)** Show what the students who graduated in Spring 2003 are doing as of September 2003.

Graduating class size	141
Enrolled in a 4-year college or university	94.3%
Enrolled in a community college	5.7%
Enrolled in vocational training	0%
Found employment	0%
Military service	0%
Other (travel, staying home, etc.)	0%
Unknown	0%
Total	100%

PART III—SUMMARY

Mission: The California Academy of Mathematics and Science is a comprehensive four-year public high school that seeks to increase the nation's pool of graduates in mathematics and science. The Academy offers a rigorous and innovative college-preparatory curriculum, which is available to school districts throughout the region and nation.

The California Academy of Mathematics and Science (CAMS), which opened in 1990 on the campus of California State University, Dominguez Hills (CSUDH), is a joint venture of the California State University Chancellor's Office; CSUDH; the Long Beach Unified School District (LBUSD), which serves as fiscal agent; and a consortium of 11 Los Angeles-area school districts.

CAMS was founded on the belief that given the right opportunity, motivated students from academically deprived environments can excel in math and science. Its strategy is to provide its diverse students with an accelerated curriculum that engages them intellectually and prepares them for higher education and careers in mathematics, science and technology.

As a talent development school, CAMS accepts students from the top 30% of their middle schools—in marked contrast to other specialized math-science schools, which typically select their students from the top 10%. Two thirds of its students come from inner-city schools, and many meet the commonly accepted definition of at-risk students: low income (42.3% on free or reduced lunch) and/or coming from non-English-speaking homes (44% speak a language other than or in addition to English at home).

Despite these figures, attrition for all reasons is less than 5%, and CAMS college admissions are competitive with those of top public and elite private schools. Over 95% of CAMS students go on to four-year colleges and universities immediately after graduation, including many of the most selective and prestigious in the nation; the balance enroll in community colleges. Many of these students are the first in their families to go to college, and generous scholarship awards help them afford higher education: The Class of 2003 was awarded more than $4 million in private and university scholarships.

Many factors have contributed to CAMS's success. Because the school is small (601 students), there are only four or five core teachers at each grade level. These core teachers work in grade-level teams to plan and coordinate curriculum and activities across disciplines. Students too are required to work in teams, which creates a culture of cooperation, positive peer pressure and accountability. One of the hallmarks of the CAMS experience is a research driven annual interdisciplinary project (IDP). It is a capstone experience requiring students to integrate content and skills from all core subjects in a multi-media presentation.

Also significant is the school's location on the CSUDH campus. CAMS juniors and seniors are eligible to enroll in university courses, which acclimates them to college and enables them to transfer an average of 20 university credits when they enroll in college full time.

CAMS's many corporate and academic partners—including Boeing, Honeywell, Hughes, Northrop Grumman, Honda and CSUDH—have also contributed much to its success. Industry professionals and CSUDH professors teach CAMS classes, and CAMS's partners also provide internship opportunities for students and help them find mentors working in the fields that interest them most. In addition, they provide assistance with student projects and much-needed financial support to the school.

The result is a school community with a high-achieving student body that is central to national and regional efforts to ensure American industry the employees it will need to remain competitive in the coming decades.

PART IV—INDICATORS OF ACADEMIC SUCCESS

Question 1

The academic performance of CAMS students far exceeds district and state performance on numerous metrics. California's State Testing and Reporting system aggregates results from both national norm-referenced tests (SAT 9 in 1999-2002 and CAT/6 in 2003) and state-developed criterion-referenced tests (the California Content Standards Tests, or CST) in English/language arts (ELA), mathematics, history and science, producing a single number: the Academic Performance Index (API). The API, on a scale from 200 to 1000, is the state's primary indicator of academic excellence. There are approximately 1,900 high schools in California, and in the five years since the API was introduced, CAMS's API has consistently ranked in the top six in the state. The target API set by the state, which is the level all schools are striving for, is 800. In each year since 1999, with the exception of 2002, CAMS's API has been above 900.

California has set proficiency levels for the CST in mathematics for the last two years (2002 and 2003). Over that time, almost 90% of CAMS students have scored at or above "proficient," compared to approximately 20% statewide. In the three years that English/language arts standards have been in existence, nearly 100% of CAMS students have scored at or above proficient, compared to slightly more than 30% of students statewide. CAMS students have consistently scored more than one standard deviation above the state means on these tests, and performance on all of these measures has been remarkably consistent across ethnic and socioeconomic strata. Average SAT scores for CAMS students, when aggregated over 2000-2003, are approximately 80 points higher than the statewide averages

California recently developed the California High School Exit Examination (CAHSEE). Examinations in mathematics and English/language arts are administered to students in grade 10, and students who do not pass the test are given additional opportunities to pass the exam. CAMS's first-time pass rates in both English/language arts and mathematics are close to 100%, compared to the state pass rates of 61% for ELA and 40% for mathematics. Currently, 100% of CAMS students in the classes of 2004 and 2005 have passed both portions of the CAHSEE. Statewide, estimates of the percent of students in the class of 2004 who have passed the mathematics portion are generally around 55%.

A recent *Los Angeles Times* article titled *Study Links UC Entry, Social Class* (Nov. 19, 03) found that while California high schools in affluent areas send the most graduates to the University of California, CAMS is beating the odds. The study cited in the article found that students from private college-preparatory schools were admitted at a rate of 38%, and students from other private high schools had a 28% rate of admission, while the rate of admission for public schools was only 15%. CAMS's admission rate—68.6%—dwarfs those of even the most elite private institutions, despite the fact that approximately 42% of the student population is categorized as socioeconomically disadvantaged, and roughly 87% of the student population is minority.

Question 2

CAMS embraces standards-based education that is grounded in assessment and the school regularly administers a number of examinations to gauge its students' progress. In addition to the state-mandated standardized tests, each year all students take the Golden State Exam in all subject areas that match the school's course offerings. The PSAT is given to all students in grades 9, 10 and 11, at no cost to the students. In addition, The CAHSEE is administered to all tenth graders.

All CAMS teachers receive a staff development each fall on interpreting standardized test results, and student achievement is correlated to academic standards. Once standardized test scores are available, departments meet to analyze student performance and identify strengths and weaknesses. As student weaknesses are identified, changes are made in curriculum and instructional strategies, as well as resource allocation, to help students reach the proficient and advanced levels of competency.

For those students who have not mastered all the standards, CAMS offers study labs and special courses, as well as teacher and peer tutoring. Those whose performance in math is hindered by weak math backgrounds may enroll in courses such as SAT math and math lab for additional help. Science labs and tutorials are also offered to students needing tutoring in CAMS science classes. (For support offered in English/language arts, see Section V, Question 2.) These classes strengthen and retain at-risk students, moving them to, and beyond, proficiency.

Question 3

CAMS shares student performance information in a variety of ways. LBUSD mails test scores to parents of all students, and CAMS's API, which has consistently been a 10, is published online, in local newspapers and in the district's "School Accountability Report Card." CAMS faculty and staff also present and discuss the API at parent and community meetings. Individual SAT and SAT II test results are mailed to the school and the student, and the Educational Testing Service provides disaggregated data on Advanced Placement (AP) test results, which are mailed to both the school and the student.

Progress reports and report cards mailed home every six weeks reflect students' mastery of academic content as well as comments regarding behavior, social interaction, evidence of potential, and suggestions for improvment. Upon request, parents and students may obtain printouts detailing grades earned on all assignments in a class, including class standing. Teachers actively use e-mail to communicate with parents.

The publication of standardized test scores on the Internet and in newspapers and newsletters informs the broader community of student and school performance. Furthermore, CAMS's yearly recruitment effort disseminates its performance data to students, parents and teachers at the school's 75 feeder middle schools in 11 different school districts. In addition, CAMS students actively participate in such organizations and competitions such as FIRST Robotics Competition, Intel International Science Fair, state and county science fairs, Mock Trial and Global Forum, as well as summer internships.

Question 4

Sharing the innovations that it develops is part of CAMS's original mandate, and since its founding, the school has remained committed to disseminating its advances.

CAMS is a longtime and active member of the National Consortium for Specialized Secondary Schools of Mathematics, Science and Technology, and in 1997, CAMS's approach to education was documented in three videos and a book produced and distributed by the Annenberg/CPB Math and Science Project. For many years, CAMS's principal, Kathleen Clark, has also made presentations to area education groups including the CSUDH School of Education and community groups such as local Rotary Clubs. She has consulted for the San Diego Regional Economic Development Corporation, and that city's Gary and Jerri-Ann Jacobs High Tech High Charter School is a direct outgrowth of her participation. In addition, Dr. Clark's doctoral dissertation focused on CAMS and the advantages of forming partnerships with the private sector to fund programmatic enhancements, operations and capital projects.

Recently, Dr. Clark has begun presenting seminars on CAMS, education partnerships and education reform through the Osher Lifelong Learning Institute at CSUDH; beginning in February 2004, these programs will be broadcast locally via cable television, as well as online. In addition, CAMS teachers have begun conducting workshops on the CAMS model for local school districts.

Because CAMS and its achievements have generated considerable interest across the country, the school has always attracted and accommodated numerous visitors. On average CAMS hosts 24 tours annually, for visitors ranging from students and parents of the local community to members of county boards of education, school principals, other school district administrators and corporate and foundation representatives.

PART V—CURRICULUM AND INSTRUCTION

Question 1

All CAMS students are expected to master the same rigorous academic content. The school emphasizes mathematical/scientific literacy and reading/writing literacy equally, and because there is only one section of each discipline per grade level, academic content, assessment and standards are identical for all students. In addition, the school's team approach allows for extensive vertical articulation, further ensuring that all students have access to same academic curriculum.

CAMS's mathematics curriculum is the Interactive Math Program (IMP), which provides all students with access to a rich mathematics program. IMP was designed as a standards-based curriculum using real-world problems as themes for most units. At CAMS, it has been tailored and accelerated in order to be completed by the end of the junior year, allowing seniors to take AP calculus and statistics. In IMP, students work in collaborative groups, discussing problems, using writing to clarify their thinking, expressing complex mathematical ideas and presenting their findings to the rest of the class.

All students complete six years of science, including honors biology, honors chemistry and university physics, as well as engineering science, integrated science I and integrated science II. The blending of integrated and traditional science courses offers a unique opportunity for students to receive a science education of exceptional breadth and depth. Electives include anatomy and physiology and robotics.

The English curriculum is an accelerated and standards-based program of honors English, AP English and electives. Students demonstrate their mastery of English content in accordance with LBUSD guidelines, using traditional and computer-based methods for organizing, collecting, analyzing and/or presenting information learned. Through tests, written assignments and oral presentations, students must demonstrate proficiency in reading comprehension, writing skills, oral and written language conventions and learning and speaking strategies.

CAMS students complete the social studies coursework mandated by the state of California, through highly enriched academic content that includes collaborative activities in small and large group settings. Coursework includes accelerated modern world history, honors U.S. history and honors U.S. government and economics. Activities such as student government, Contemporary World History Project, Fed Challenge, and World History Global Forum support and reinforce student learning.

CAMS offers three foreign language tracks: Spanish as a foreign language, Japanese as a foreign language and Spanish for students from Spanish-speaking families. All students are required to take at least two years of a foreign language; students of Spanish and Japanese may take up to four years of foreign language. CAMS offers AP Spanish language and AP Spanish literature to students from Spanish-speaking homes. After completing this two-year program, students may take Spanish courses offered at CSUDH. Juniors and seniors may also enroll in French at CSUDH.

Art classes at CAMS offer extensive and interactive lesson plans in which art media and techniques and art history are taught simultaneously. Students are encouraged to explore different media and learn various drawing, painting and sculpting techniques, as well as to appreciate artists and artwork from the past.

Upon graduation, CAMS graduates easily meet University of California A-G requirements. Additionally, students in grades 11 and 12 may take classes through CSUDH as part of their elective program. CAMS graduates complete an average of 20 university units upon graduation.

Question 2

CAMS's college-preparatory English program is a multifaceted honors program that includes three years of honors-level English and AP senior English as core curriculum, with journalism, drama and film analysis as electives. The standards-based courses develop student literacy in reading comprehension, literary response and analysis, writing strategies and applications, and written and oral language conventions. Students engage in close reading and exploration of the themes of literary works through the integrated study of fiction and nonfiction texts, including novels, plays, short stories, poetry, speeches, essays and informational materials approved and mandated by LBUSD. Students respond to literature through a variety of creative writing tasks and essays that demonstrate persuasive, expository, narrative, reflective and analytical writing skills. Students also receive instruction and assessment in vocabulary development, grammar and effective oral communication. These studies emphasize preparation for standardized tests and the LBUSD Junior Thesis historical investigation research project. Drama also qualifies as fine art credit for UC admissions.

The CAPI (Collaborative Academic Preparation Initiative) Reading and Composing Skills Pre-tests and Post-tests, course textbooks and practice AP tests provide reading comprehension and skill assessment at all grade levels. Low-achieving students in language and reading and English language learners are supported with a tutorial study class in 9th grade, the *Universal Access Interactive Reading Series* in 9th through 11th grade, individual teacher conferences and curriculum that differentiates instruction as necessary to meet the needs of all learners. Each year, the English teachers analyze the state testing scores to ascertain weak areas in reading and language skills to be targeted in instruction. The English department also uses standardized rubrics for writing assessment derived from the state standards to assess writing skills and identify students who need additional instructional support. The English department meets weekly to discuss intra-disciplinary coordination of standards instruction, student assessment of writing and reading, and goals for future intervention.

Question 3

The CAMS science curriculum solidifies essential skills and knowledge that supports our mission to increase the nation's pool of gradates in math and science. Through the core courses—introduction to engineering (9th grade), integrated science (9th and 10th grade), 10thgrade honors biology, 11thgrade honors chemistry, and 12thgrade university physics—students learn to become thoughtful and productive members of an increasingly global and technological society.

At the heart of CAMS's standards-driven and enriched science curriculum are investigation, experimentation and reporting, which require student knowledge, application of the scientific method, experimental design, hands-on laboratory skills, data acquisition skills, analysis skills, mathematical and statistical skills, compelling communication and presentation skills. Notebooks, formal laboratory reports, laboratory practicums and innovative projects are the norm.

Even as the curriculum is aligned with the state content standards and framework, a wide variety of teaching methodologies are used to effectively prepare students for success in higher education, the workforce and the community. For example, lectures facilitate both student listening and note-taking skills, and hands-on instruction helps students achieve competence in a laboratory setting. Inquiry/exploration allows students to engage, converse and reach their own conclusions as part of the learning process. Students achieve mastery of content through exposure to different instructional modalities. Independent learning is guided in class (creative projects) and then encouraged and enriched through additional opportunities such as annual grade-level interdisciplinary projects, science fairs, Science Olympiad and after-school science clubs (Engineering Club and Biomedical Club).

Question 4

Since its inception, CAMS has employed a cooperative approach to learning. Interdisciplinary grade-level teams consisting of the teachers from each core area share responsibility for the academic progress of all students at their grade level. The CAMS schedule allows every grade-level team over 150 minutes of common planning time weekly. Teachers use this time to plan interdisciplinary projects (IDP), develop curriculum, schedule activities and monitor the progress of individual students. In addition to ongoing integration across subject areas, each grade-level team organizes at least one comprehensive IDP yearly. These IDPs contribute to CAMS's unique character and improve students' critical thinking, oral presentation, collaboration and time management skills.

In addition, students are organized into four or five heterogeneous "cohorts" that move as a unit through their core courses. This structure facilitates long-term projects, student collaboration, integration among the disciplines and differentiated instruction to address students' specific needs.

Because CAMS students come from diverse academic backgrounds, differentiated instruction is a key to their success. Teachers regularly review student progress at weekly team meetings and establish guidelines for high, medium and low performance. Within the classroom, assignments are tailored to bring each student to the next level of mastery. For example, on an English essay assignment, students needing to improve written language skills may be asked to rewrite their essays to show understanding of written conventions, while students accomplished at writing conventions may be asked to rewrite their essays using an alternate literary technique. Students demonstrate their mastery of the state standards through an array of vehicles, including written reports, laboratory investigations, group projects, presentations, journals, research activities, portfolios, multimedia presentations and oral presentations.

Question 5

CAMS has in place a comprehensive staff development plan based on results from student standardized test scores, teacher/student surveys and the district's staff development policy and programs. The plan focuses on meeting the state and local standards for improving student achievement through literacy development in all content areas, as well as technology and character development.

All departments participate in staff development training, and teachers regularly take part in professional development activities that focus on student learning within their subject area, as well as activities designed to enhance pedagogy and broaden the range and scope of their professional development. Teachers attend IMP training conferences, CSUDH Professional Development Institutes, technology training seminars, AP conferences, economics conferences, *7 habits of highly effective students* training, LBUSD Reading Institute, CAPI, *Character Counts* training and many more. Each department members are allocated funding to attend at least one major professional conference in their content area, and teachers share their professional development experiences in monthly faculty meetings. Department chairs attend monthly district meetings focusing on literacy development, alignment of the content standards, conferences and lesson design.

Professional development activities routinely introduce CAMS teachers to new ideas and instructional strategies, which promote student learning and achievement. For example, a recent in-service in reading fluency across disciplines gave science teachers strategies for incorporating reading skills into their curriculum. Similarly, the 2003 staff development assessment identified technology as a major focus for the 2003-04 school year. During the current school year, teachers have received training in technology on minimum school days, weekends, after school and at state conferences. Teachers are increasingly integrating technology into the classroom and developing rubrics using technology as another tool to raise academic achievement.

Test: **California Content Standards English/Language Arts**
Publication Year: **2001 - 2003**
Publisher: **2001-2002, Harcourt Brace; 2003, ETS**
Grade: **9**

Group	Measure	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
All Students	Enrollment	150	158	155		
	% At/Above Basic	100%	99%	98%		
	% At/Above Proficient	100%	99%	98%		
	% At/Above Advanced	72%	43%	31%		
	Number Tested	150	157	154		
	Percent Tested	100%	99%	99%		
	Number Excluded	0	1	1		
	Percent Excluded	0%	1%	1%		
Asian	% At/Above Basic	100%	98%	96%		
	% At/Above Proficient	100%	98%	96%		
	% At/Above Advanced	82%	46%	35%		
	Number Tested	39	52	26		
Black	% At/Above Basic	100%	100%	97%		
	% At/Above Proficient	100%	100%	97%		
	% At/Above Advanced	63%	24%	24%		
	Number Tested	16	17	33		
Filipino	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	70%	59%	35%		
	Number Tested	20	22	23		
Hispanic	% At/Above Basic	100%	100%	98%		
	% At/Above Proficient	100%	100%	98%		
	% At/Above Advanced	67%	38%	23%		
	Number Tested	51	50	47		
Indian	% At/Above Basic					
	% At/Above Proficient					
	% At/Above Advanced					
	Number Tested					
Pacific Islander	% At/Above Basic			100%		
	% At/Above Proficient			100%		
	% At/Above Advanced			0%		
	Number Tested			4		
White	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	75%	44%	52%		
	Number Tested	24	16	21		
SE Disadvantaged	% At/Above Basic	100%	100%	99%		
	% At/Above Proficient	100%	100%	99%		
	% At/Above Advanced	81%	54%	32%		
	Number Tested	81	81	85		
Not SE Disadvantaged	% At/Above Basic	100%	99%	97%		
	% At/Above Proficient	100%	99%	97%		
	% At/Above Advanced	61%	30%	29%		
	Number Tested	69	76	69		
State Scores	% At/Above Basic	69%	63%	60%		
	% At/Above Proficient	38%	33%	28%		
	% At/Above Advanced	14%	11%	8%		
	Mean Score	332.5	321.4	NA		

Notes: The California Content Standards English/Language Arts test was first administered in the 1999-2000 school year, but performance levels were not established until the 2000-2001 school year

Test: **California Content Standards English/Language Arts**
Publication Year: **2001 - 2003**
Publisher: **2001-2002, Harcourt Brace; 2003, ETS**
Grade: **10**

Group	Measure	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
All Students	Enrollment	148	141	145		
	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	59%	44%	46%		
	Number Tested	147	139	145		
	Percent Tested	99%	99%	100%		
	Number Excluded	1	2	0		
	Percent Excluded	1%	1%	0%		
Asian	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	59%	44%	44%		
	Number Tested	49	25	43		
Black	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	50%	36%	29%		
	Number Tested	16	25	24		
Filipino	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	70%	68%	59%		
	Number Tested	20	22	17		
Hispanic	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	43%	35%	38%		
	Number Tested	46	46	34		
Indian	% At/Above Basic					
	% At/Above Proficient					
	% At/Above Advanced					
	Number Tested					
Pacific Islander	% At/Above Basic		100%	100%		
	% At/Above Proficient		100%	100%		
	% At/Above Advanced		25%	100%		
	Number Tested		4	1		
White	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	94%	53%	65%		
	Number Tested	16	17	26		
SE Disadvantaged	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	77%	53%	56%		
	Number Tested	86	77	89		
Not SE Disadvantaged	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	33%	32%	30%		
	Number Tested	61	62	56		
State Scores	% At/Above Basic	63%	63%	62%		
	% At/Above Proficient	33%	33%	31%		
	% At/Above Advanced	11%	12%	11%		
	Mean Score	324.0	322.4	NA		

Notes: The California Content Standards English/Language Arts test was first administered in the 1999-2000 school year, but performance levels were not established until the 2000-2001 school year

Test: **California Content Standards English/Language Arts**
Publication Year: **2001 - 2003**
Publisher: **2001-2002, Harcourt Brace; 2003, ETS**
Grade: **11**

Group	Measure	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
All Students	Enrollment	138	138	136		
	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	48%	56%	47%		
	Number Tested	138	137	136		
	Percent Tested	100%	99%	100%		
	Number Excluded	0	1	0		
	Percent Excluded	0%	1%	0%		
Asian	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	58%	63%	45%		
	Number Tested	26	41	40		
Black	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	35%	43%	55%		
	Number Tested	23	23	22		
Filipino	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	55%	71%	61%		
	Number Tested	22	17	18		
Hispanic	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	39%	41%	31%		
	Number Tested	46	32	39		
Indian	% At/Above Basic			100%		
	% At/Above Proficient			100%		
	% At/Above Advanced			0%		
	Number Tested			1		
Pacific Islander	% At/Above Basic	0%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	25%	100%	50%		
	Number Tested	4	1	2		
White	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	71%	65%	71%		
	Number Tested	17	23	14		
SE Disadvantaged	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	55%	64%	58%		
	Number Tested	71	78	86		
Not SE Disadvantaged	% At/Above Basic	100%	100%	100%		
	% At/Above Proficient	100%	100%	100%		
	% At/Above Advanced	40%	46%	28%		
	Number Tested	67	59	50		
State Scores	% At/Above Basic	61%	61%	61%		
	% At/Above Proficient	32%	31%	29%		
	% At/Above Advanced	11%	11%	9%		
	Mean Score	320.8	319.9	NA		

Notes: The California Content Standards English/Language Arts test was first administered in the 1999-2000 school year, but performance levels were not established until the 2000-2001 school year

Test: **California Content Standards Mathematics**
Publication Year: **2001 - 2003**
Publisher: **2001-2002, Harcourt Brace; 2003, ETS**
Grade: **9**

Group	Measure	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
All Students	Enrollment	150	158			
	% At/Above Basic	89%	86%			
	% At/Above Proficient	89%	86%			
	% At/Above Advanced	17%	15%			
	Number Tested	147	157			
	Percent Tested	98%	99%			
	Number Excluded	3	1			
	Percent Excluded	2%	1%			
Asian	% At/Above Basic	97%	90%			
	% At/Above Proficient	97%	90%			
	% At/Above Advanced	37%	21%			
	Number Tested	38	52			
Black	% At/Above Basic	75%	71%			
	% At/Above Proficient	75%	71%			
	% At/Above Advanced	6%	0%			
	Number Tested	16	17			
Filipino	% At/Above Basic	90%	91%			
	% At/Above Proficient	90%	91%			
	% At/Above Advanced	20%	9%			
	Number Tested	20	22			
Hispanic	% At/Above Basic	82%	82%			
	% At/Above Proficient	82%	82%			
	% At/Above Advanced	8%	14%			
	Number Tested	51	50			
Indian	% At/Above Basic					
	% At/Above Proficient					
	% At/Above Advanced					
	Number Tested					
Pacific Islander	% At/Above Basic					
	% At/Above Proficient					
	% At/Above Advanced					
	Number Tested					
White	% At/Above Basic	100%	94%			
	% At/Above Proficient	100%	94%			
	% At/Above Advanced	9%	25%			
	Number Tested	22	16			
SE Disadvantaged	% At/Above Basic	92%	93%			
	% At/Above Proficient	92%	93%			
	% At/Above Advanced	24%	20%			
	Number Tested	79	81			
Not SE Disadvantaged	% At/Above Basic	85%	79%			
	% At/Above Proficient	85%	79%			
	% At/Above Advanced	9%	11%			
	Number Tested	68	76			
State Scores	% At/Above Basic	54%	53%			
	% At/Above Proficient	23%	21%			
	% At/Above Advanced	4%	4%			
	Mean Score	311.7	309.9			

Notes: The California Content Standards Mathematics test was first administered in the 1999-2000 school year, but performance levels were not established until the 2001-2002 school year

Test: **California Content Standards Mathematics**
Publication Year: **2001 - 2003**
Publisher: **2001-2002, Harcourt Brace; 2003, ETS**
Grade: **10**

Group	Measure	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
All Students	Enrollment	148	141			
	% At/Above Basic	99%	97%			
	% At/Above Proficient	99%	97%			
	% At/Above Advanced	34%	12%			
	Number Tested	145	139			
	Percent Tested	98%	99%			
	Number Excluded	3	2			
	Percent Excluded	2%	1%			
Asian	% At/Above Basic	100%	100%			
	% At/Above Proficient	100%	100%			
	% At/Above Advanced	47%	36%			
	Number Tested	49	25			
Black	% At/Above Basic	100%	92%			
	% At/Above Proficient	100%	92%			
	% At/Above Advanced	7%	4%			
	Number Tested	15	25			
Filipino	% At/Above Basic	100%	100%			
	% At/Above Proficient	100%	100%			
	% At/Above Advanced	30%	14%			
	Number Tested	20	22			
Hispanic	% At/Above Basic	98%	96%			
	% At/Above Proficient	98%	96%			
	% At/Above Advanced	27%	2%			
	Number Tested	45	46			
Indian	% At/Above Basic					
	% At/Above Proficient					
	% At/Above Advanced					
	Number Tested					
Pacific Islander	% At/Above Basic		100%			
	% At/Above Proficient		100%			
	% At/Above Advanced		0%			
	Number Tested		4			
White	% At/Above Basic	100%	100%			
	% At/Above Proficient	100%	100%			
	% At/Above Advanced	50%	18%			
	Number Tested	16	17			
SE Disadvantaged	% At/Above Basic	100%	99%			
	% At/Above Proficient	100%	99%			
	% At/Above Advanced	43%	17%			
	Number Tested	86	77			
Not SE Disadvantaged	% At/Above Basic	98%	95%			
	% At/Above Proficient	98%	95%			
	% At/Above Advanced	22%	6%			
	Number Tested	59	62			
State Scores	% At/Above Basic	48%	53%			
	% At/Above Proficient	20%	21%			
	% At/Above Advanced	4%	4%			
	Mean Score	305.3	308.0			

Notes: The California Content Standards Mathematics test was first administered in the 1999-2000 school year, but performance levels were not established until the 2001-2002 school year

Test: **California Content Standards Mathematics**
Publication Year: **2001 - 2003**
Publisher: **2001-2002, Harcourt Brace; 2003, ETS**
Grade: **11**

Group	Measure	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
All Students	Enrollment	138	138			
	% At/Above Basic	89%	77%			
	% At/Above Proficient	89%	77%			
	% At/Above Advanced	21%	12%			
	Number Tested	137	137			
	Percent Tested	99%	99%			
	Number Excluded	1	1			
	Percent Excluded	1%	1%			
Asian	% At/Above Basic	100%	88%			
	% At/Above Proficient	100%	88%			
	% At/Above Advanced	54%	15%			
	Number Tested	26	41			
Black	% At/Above Basic	86%	57%			
	% At/Above Proficient	86%	57%			
	% At/Above Advanced	9%	0%			
	Number Tested	22	23			
Filipino	% At/Above Basic	86%	82%			
	% At/Above Proficient	86%	82%			
	% At/Above Advanced	14%	29%			
	Number Tested	22	17			
Hispanic	% At/Above Basic	87%	59%			
	% At/Above Proficient	87%	59%			
	% At/Above Advanced	11%	6%			
	Number Tested	46	32			
Indian	% At/Above Basic					
	% At/Above Proficient					
	% At/Above Advanced					
	Number Tested					
Pacific Islander	% At/Above Basic	100%	100%			
	% At/Above Proficient	100%	100%			
	% At/Above Advanced	0%	0%			
	Number Tested	4	1			
White	% At/Above Basic	82%	96%			
	% At/Above Proficient	82%	96%			
	% At/Above Advanced	29%	13%			
	Number Tested	17	23			
SE Disadvantaged	% At/Above Basic	92%	81%			
	% At/Above Proficient	92%	81%			
	% At/Above Advanced	25%	15%			
	Number Tested	71	78			
Not SE Disadvantaged	% At/Above Basic	86%	71%			
	% At/Above Proficient	86%	71%			
	% At/Above Advanced	17%	7%			
	Number Tested	66	59			
State Scores	% At/Above Basic	43%	47%			
	% At/Above Proficient	18%	18%			
	% At/Above Advanced	4%	4%			
	Mean Score	320.8	302.9			

Notes: The California Content Standards Mathematics test was first administered in the 1999-2000 school year, but performance levels were not established until the 2001-2002 school year

Test: **STAR Reading**
Publication Year: **For 1999-2002, 1995; For 2003, 2003**
Publisher: **1999-2000, Harcourt Brace SAT9; 2003, CTB McGraw-Hill CAT/6**
Grade: **9**

	Year **Test** **Testing Month**	**2002-2003** **CAT/6** **April**	**2001-2002** **SAT9** **April**	**2000-2001** **SAT9** **April**	**1999-2000** **SAT9** **April**	**1998-1999** **SAT9** **April**
Group	**Measure**					
All Students	Enrollment	150	158	155	161	153
	Average NCE Score	70.9	64.9	63.6	67.0	63.4
	Number Tested	150	157	154	161	150
	Percent Tested	100%	99%	99%	100%	98%
	Number Excluded	0	1	1	0	3
	Percent Excluded	0%	1%	1%	0%	2%
Asian	Average NCE Score	70.7	64.2	65.7	65.6	62.7
	Number Tested	39	52	26	44	41
Black	Average NCE Score	73.7	60.5	61.8	61.4	61.0
	Number Tested	16	17	33	28	25
Filipino	Average NCE Score	71.5	65.4	67.5	70.9	67.2
	Number Tested	20	22	23	19	18
Hispanic	Average NCE Score	68.4	64.2	59.5	65.8	59.0
	Number Tested	51	50	47	42	41
Indian	Average NCE Score					74.0
	Number Tested					1
Pacific Islander	Average NCE Score			56.9	63.0	57.5
	Number Tested			4	1	2
White	Average NCE Score	74.3	73.1	69.9	74.5	72.4
	Number Tested	24	16	21	27	22
SE Disadvantaged	Average NCE Score	73.1	68.5	65.0	67.0	67.1
	Number Tested	81	81	85	161	93
Not SE Disadvantaged	Average NCE Score	68.3	61.0	61.9		57.4
	Number Tested	69	76	69		57

Notes: The state norm-referenced test was the SAT9 in 1999-2002, and was changed to the CAT/6 in 2003.

Test: **STAR Reading**
Publication Year: **For 1999-2002, 1995; For 2003, 2003**
Publisher: **1999-2000, Harcourt Brace SAT9; 2003, CTB McGraw-Hill CAT/6**
Grade: **10**

	Year Test Testing Month	2002-2003 CAT/6 April	2001-2002 SAT9 April	2000-2001 SAT9 April	1999-2000 SAT9 April	1998-1999 SAT9 April
Group	**Measure**					
All Students	Enrollment	148	141	145	142	139
	Average NCE Score	75.0	65.0	69.3	65.1	68.3
	Number Tested	147	140	145	141	139
	Percent Tested	99%	99%	100%	99%	100%
	Number Excluded	1	1	0	1	0
	Percent Excluded	1%	1%	0%	1%	0%
Asian	Average NCE Score	77.0	68.3	67.4	64.2	70.5
	Number Tested	49	25	43	41	42
Black	Average NCE Score	69.1	66.9	62.5	59.1	63.8
	Number Tested	16	25	24	23	29
Filipino	Average NCE Score	73.8	67.2	74.5	68.6	68.5
	Number Tested	20	22	17	18	8
Hispanic	Average NCE Score	73.3	60.1	70.5	63.1	64.8
	Number Tested	46	46	34	38	41
Indian	Average NCE Score				82.0	71.0
	Number Tested				1	1
Pacific Islander	Average NCE Score		49.4	62.3	64.0	74.0
	Number Tested		4	1	2	2
White	Average NCE Score	81.2	71.2	74.2	74.6	78.3
	Number Tested	16	18	26	18	16
SE Disadvantaged	Average NCE Score	77.4	67.9	72.2	43.0	70.6
	Number Tested	86	78	89	1	80
Not SE Disadvantaged	Average NCE Score	71.6	61.4	64.8	65.2	65.1
	Number Tested	61	62	56	140	59

Notes: The state norm-referenced test was the SAT9 in 1999-2002, and was changed to the CAT/6 in 2003.

Test: **STAR Reading**
Publication Year: **For 1999-2002, 1995; For 2003, 2003**
Publisher: **1999-2000, Harcourt Brace SAT9; 2003, CTB McGraw-Hill CAT/6**
Grade: **11**

	Year Test Testing Month	2002-2003 CAT/6 April	2001-2002 SAT9 April	2000-2001 SAT9 April	1999-2000 SAT9 April	1998-1999 SAT9 April
Group	**Measure**					
All Students	Enrollment	138	138	136	124	121
	Average NCE Score	71.8	72.5	72.2	69.3	65.1
	Number Tested	137	138	136	123	115
	Percent Tested	99%	100%	100%	99%	95%
	Number Excluded	1	0	0	1	6
	Percent Excluded	1%	0%	0%	1%	5%
Asian	Average NCE Score	74.4	72.8	72.2	70.4	67.6
	Number Tested	26	41	40	39	40
Black	Average NCE Score	71.6	65.0	71.1	64.3	63.0
	Number Tested	22	23	22	23	23
Filipino	Average NCE Score	71.9	70.8	74.2	69.8	65.1
	Number Tested	22	17	18	8	9
Hispanic	Average NCE Score	68.5	72.3	70.4	67.6	60.5
	Number Tested	46	33	39	37	28
Indian	Average NCE Score			84.6	78.0	74.0
	Number Tested			1	1	1
Pacific Islander	Average NCE Score	59.3	74.7	55.7	62.5	
	Number Tested	4	1	2	2	
White	Average NCE Score	79.4	81.2	77.9	80.3	70.4
	Number Tested	17	23	14	13	14
SE Disadvantaged	Average NCE Score	73.6	74.8	74.5	0.0	68.5
	Number Tested	71	79	86	0	67
Not SE Disadvantaged	Average NCE Score	69.8	69.5	68.2	69.3	60.5
	Number Tested	66	59	50	123	48

Notes: The state norm-referenced test was the SAT9 in 1999-2002, and was changed to the CAT/6 in 2003.

Test: **STAR Mathematics**
Publication Year: **For 1999-2002, 1995; For 2003, 2003**
Publisher: **1999-2000, Harcourt Brace SAT9; 2003, CTB McGraw-Hill CAT/6**
Grade: **9**

	Year	**2002-2003**	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**
	Test	**CAT/6**	**SAT9**	**SAT9**	**SAT9**	**SAT9**
	Testing Month	**April**	**April**	**April**	**April**	**April**
Group	**Measure**					
All Students	Enrollment	150	158	155	161	153
	Average NCE Score	77.2	79.7	75.3	76.4	74.1
	Number Tested	150	157	154	161	151
	Percent Tested	100%	99%	99%	100%	99%
	Number Excluded	0	1	1	0	2
	Percent Excluded	0%	1%	1%	0%	1%
Asian	Average NCE Score	81.7	82.8	84.8	77.7	79.7
	Number Tested	39	52	26	44	42
Black	Average NCE Score	70.3	71.0	69.7	66.7	68.4
	Number Tested	16	17	33	28	25
Filipino	Average NCE Score	76.3	81.8	76.4	82.3	77.1
	Number Tested	20	22	23	19	19
Hispanic	Average NCE Score	75.5	77.4	70.9	75.8	69.8
	Number Tested	51	50	47	42	41
Indian	Average NCE Score					86.0
	Number Tested					1
Pacific Islander	Average NCE Score			65.4	67.0	49.5
	Number Tested			4	1	2
White	Average NCE Score	78.9	82.8	83.0	81.3	77.5
	Number Tested	24	16	21	27	21
SE Disadvantaged	Average NCE Score	80.1	82.8	77.4	76.4	77.2
	Number Tested	81	81	85	161	93
Not SE Disadvantaged	Average NCE Score	73.8	76.4	72.8		69.2
	Number Tested	69	76	69		58

Notes: The state norm-referenced test was the SAT9 in 1999-2002, and was changed to the CAT/6 in 2003.

Test: **STAR Mathematics**
Publication Year: **For 1999-2002, 1995; For 2003, 2003**
Publisher: **1999-2000, Harcourt Brace SAT9; 2003, CTB McGraw-Hill CAT/6**
Grade: **10**

	Year	**2002-2003**	**2001-2002**	**2000-2001**	**1999-2000**	**1998-1999**
	Test	**CAT/6**	**SAT9**	**SAT9**	**SAT9**	**SAT9**
	Testing Month	**April**	**April**	**April**	**April**	**April**
Group	**Measure**					
All Students	Enrollment	148	141	145	142	139
	Average NCE Score	77.5	72.9	73.5	74.2	72.4
	Number Tested	147	140	145	141	138
	Percent Tested	99%	99%	100%	99%	99%
	Number Excluded	1	1	0	1	1
	Percent Excluded	1%	1%	0%	1%	1%
Asian	Average NCE Score	81.8	82.8	76.4	78.0	82.4
	Number Tested	49	25	43	40	42
Black	Average NCE Score	69.9	69.5	65.0	62.3	63.6
	Number Tested	16	25	24	23	29
Filipino	Average NCE Score	75.4	72.3	79.1	81.7	69.5
	Number Tested	20	22	17	18	8
Hispanic	Average NCE Score	74.6	66.2	69.7	72.7	68.3
	Number Tested	46	46	34	38	40
Indian	Average NCE Score				65.0	64.0
	Number Tested				1	1
Pacific Islander	Average NCE Score		65.2	84.6	62.5	55.0
	Number Tested		4	1	2	2
White	Average NCE Score	83.1	83.7	77.2	77.9	76.4
	Number Tested	16	18	26	19	16
SE Disadvantaged	Average NCE Score	80.6	77.7	75.1	65.0	73.7
	Number Tested	86	78	89	1	80
Not SE Disadvantaged	Average NCE Score	73.2	66.9	70.8	74.2	70.6
	Number Tested	61	62	56	140	58

Notes: The state norm-referenced test was the SAT9 in 1999-2002, and was changed to the CAT/6 in 2003.

Test: **STAR Mathematics**
Publication Year: **For 1999-2002, 1995; For 2003, 2003**
Publisher: **1999-2000, Harcourt Brace SAT9; 2003, CTB McGraw-Hill CAT/6**
Grade: **11**

	Year Test Testing Month	2002-2003 CAT/6 April	2001-2002 SAT9 April	2000-2001 SAT9 April	1999-2000 SAT9 April	1998-1999 SAT9 April
Group	**Measure**					
All Students	Enrollment	138	138	136	124	121
	Average NCE Score	77.4	78.3	79.8	76.7	71.6
	Number Tested	137	138	136	122	116
	Percent Tested	99%	100%	100%	98%	96%
	Number Excluded	1	0	0	2	5
	Percent Excluded	1%	0%	0%	2%	4%
Asian	Average NCE Score	85.0	80.8	84.3	83.1	81.9
	Number Tested	26	41	40	39	39
Black	Average NCE Score	73.8	67.7	75.4	69.1	63.8
	Number Tested	22	23	22	23	23
Filipino	Average NCE Score	77.4	84.7	82.4	78.3	66.1
	Number Tested	22	17	18	8	9
Hispanic	Average NCE Score	74.0	75.0	77.7	73.1	63.5
	Number Tested	46	33	39	36	29
Indian	Average NCE Score			79.6	54.0	72.0
	Number Tested			1	1	1
Pacific Islander	Average NCE Score	65.0	86.9	60.9	75.5	
	Number Tested	4	1	2	2	
White	Average NCE Score	82.6	84.4	78.9	82.2	75.5
	Number Tested	17	23	14	13	15
SE Disadvantaged	Average NCE Score	79.1	80.1	81.9	0.0	74.3
	Number Tested	71	79	86	0	69
Not SE Disadvantaged	Average NCE Score	75.6	76.0	76.2	76.7	67.6
	Number Tested	66	59	50	122	47

Notes: The state norm-referenced test was the SAT9 in 1999-2002, and was changed to the CAT/6 in 2003.

California High School Exit Examination
School Report - Mathematics
DEMOGRAPHIC SUMMARY FOR ALL STUDENTS TESTED

SCHOOL: 1995539 - California Academy of Mathematics & Science
DISTRICT: 64725 - Long Beach Unified
COUNTY: 19 - Los Angeles
TEST DATE: March and May 2001 Combined
NUMBER OF STUDENTS
TESTED: 161
ENROLLED: 163

	N Tested	N Passed	Pct Passed	N Not Passed	Pct Not Passed	Mean Scale Score
ALL STUDENTS TESTED (AVERAGE)	161	150	0.93	11	0.07	391
GRADE						
Ninth	161	150	0.93	11	0.07	391
Tenth	0	---	---	---	---	---
Eleventh	0	---	---	---	---	---
Twelfth	0	---	---	---	---	---
Unknown	0	---	---	---	---	---
GENDER						
Female	80	71	0.89	9	0.11	384
Male	81	79	0.98	2	0.02	398
Unknown	0	---	---	---	---	---
RACE/ETHNICITY						
American Indian/Alaskan Native	0	---	---	---	---	---
Asian/Asian-American	29	28	0.97	1	0.03	413
Black/African-American	32	28	0.88	4	0.13	380
Filipino/Filipino-American	24	22	0.92	2	0.08	393
Hispanic/Latino	49	45	0.92	4	0.08	376
Pacific Islander	4	---	---	---	---	---
White	23	23	1	0	0	409
Unknown	0	---	---	---	---	---
LANGUAGE FLUENCY						
English Learner Students	2	---	---	---	---	---
Initially Fluent English Proficient (IFEP)	52	49	0.94	3	0.06	388
Redesignated Fluent English Proficient (RFEP)	14	13	0.93	1	0.07	393
English Only Students	93	87	0.94	6	0.06	393
Unknown	0	---	---	---	---	---
ECONOMIC STATUS						
Economically Disadvantaged Students	66	62	0.94	4	0.06	383
Non-Economically Disadvantaged Students	95	88	0.93	7	0.07	397
Unknown	0	---	---	---	---	---
SPECIAL EDUCATION PROGRAM PARTICIPATION						
Students Receiving Services	1	---	---	---	---	---
Students Not Receiving Services	160	149	0.93	11	0.07	391
Unknown	0	---	---	---	---	---

California High School Exit Examination
Demographic Summary for All Students Tested

Test: Mathematics (Combined 2002)
File Date: 12/4/2002
County: 19 - LOS ANGELES
District: 64725 - Long Beach Unified
School: 1995539 - CALIFORNIA ACADEMY OF MATH AND SCIENCE
Number of Students Tested: 11

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested (Average)	11	10	91%	1	9%	365
Grade						
Tenth	11	10	91%	1	9%	365
Eleventh	0	--	--%	--	--%	--
Twelfth	0	--	--%	--	--%	--
Adult ed.	0	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
Gender						
Male	1	--	--%	--	--%	--
Female	10	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
Race/Ethnicity						
American Indian or Alaska Native	0	--	--%	--	--%	--
Asian	1	--	--%	--	--%	--
Pacific Islander	0	--	--%	--	--%	--
Filipino	3	--	--%	--	--%	--
Hispanic or Latino	4	--	--%	--	--%	--
African American (not of Hispanic origin)	3	--	--%	--	--%	--
White (not of Hispanic origin)	0	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
Language Fluency						
English Only Students	6	--	--%	--	--%	--
Initially Fluent English Proficient (IFEP)	3	--	--%	--	--%	--
Redesignated Fluent English Proficient (RFEP)	2	--	--%	--	--%	--
English Learner Students	0	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
Economic Status						
Non-Economically Disadvantaged Students	6	--	--%	--	--%	--
Economically Disadvantaged Students	5	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
Special Education Program Participation						
Students Receiving Services	0	--	--%	--	--%	--
Students Not Receiving Services	11	10	91%	1	9%	365

California High School Exit Examination
Demographic Summary for All Students Tested

Test: Mathematics (Combined 2003)
File Date: 9/16/2003
County: 19 - LOS ANGELES
District: 64725 - Long Beach Unified
School: 1995539 - CALIFORNIA ACADEMY O
Number of Students Tested: 158

	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score
All Students Tested (Average)	158	157	99%	1	1%	419
Grade						
Tenth	156	156	100%	0	0%	420
Eleventh	2	--	--%	--	--%	--
Twelfth	0	--	--%	--	--%	--
Adult ed.	0	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
Gender						
Male	76	76	100%	0	0%	425
Female	82	81	99%	1	1%	415
Unknown	0	--	--%	--	--%	--
Race/Ethnicity						
American Indian or Alaska Native	0	--	--%	--	--%	--
Asian	54	54	100%	0	0%	426
Pacific Islander	0	--	--%	--	--%	--
Filipino	20	20	100%	0	0%	424
Hispanic or Latino	49	48	98%	1	2%	416
African American (not of Hispanic origin)	18	18	100%	0	0%	400
White (not of Hispanic origin)	17	17	100%	0	0%	424
Unknown	0	--	--%	--	--%	--
Language Fluency						
English Only Students	79	79	100%	0	0%	419
Initially Fluent English Proficient (IFEP)	53	53	100%	0	0%	424
Redesignated Fluent English Proficient (RFEP)	26	25	96%	1	4%	412
English Learner Students	0	--	--%	--	--%	--
Unknown	0	--	--%	--	--%	--
Economic Status						
Non-Economically Disadvantaged Students	100	100	100%	0	0%	421
Economically Disadvantaged Students	58	57	98%	1	2%	417
Unknown	0	--	--%	--	--%	--
Special Education Program Participation						
Students Receiving Services	0	--	--%	--	--%	--
Students Not Receiving Services	158	157	99%	1	1%	419

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Submitted by Cynthia Bater
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